

Newsletter



Teachers' Resource Centre

July-September 2002

Volume: 16 Number: 1

What's Inside

Communicating Effectively
with Children 1

International Year
of the Mountains 3

Motivating the
Modest Achiever 5

The Head Learner 7

10 Good Ways to Use
Newspapers in the
Classroom 10

TRC News 11

Teachers' Resource Centre, 67-B, Garden Road, Karachi- 74400 Ph: 7213926, 7217967
URL: www.trconline.org Email: trc@cyber.net.pk

Communicating Effectively with Children

In this article Anjum Bashir gives valuable tips on dealing with children, especially when things get difficult...

By Anjum Bashir

How I wish my four-year-old would talk less and ask fewer questions. From morning till night (and sometimes in the middle of the night if the urge strikes), I'm bombarded with queries like: How do wheels move? How do babies enter mamas' tummies (do they eat babies!)? Why didn't you talk to me first? When can I go to the office? And the funniest of all: If I work a lot will I become a girl? (Bless his perceptive soul). As he grows older, I'm quite sure, I'll be, like so many friends, relatives and neighbours, desperate to know his deep and dark secrets. It's not only out of curiosity, but also out of concern (and of course insecurity), that adults want to know what's going on.

Unfortunately, good intentions aren't always enough to get a child to talk to you and listen. What we convey through our verbal and non-verbal communication is often contradictory to what we expect. Have we not, at one time or another, told our students or children not to get upset or angry over something "trivial"? At the time, it is not obvious to us, that if the child is upset, it isn't a trivial issue for him.

"I told you to be more careful"
"Finish your work immediately"

"Stop acting like a baby"
"Don't misbehave"
"Do..."
"Don't do..."

In all these commonly used statements there is no indication of concern for the child's thoughts and feelings. Even at the pre-primary level she may feel she's not respected or taken seriously. Of course certain actions must be limited, but *all feelings can be accepted*. For example, a teacher may say, "I can see you're angry but I don't want you to raise your voice at me". As a teacher, parent or significant adult, one must work on one's own style of communication first and then see the effect of it on the child's style, rather than attempting to teach children how to open up and listen to us.

Learn How to Listen First:

Always take out time to talk to children without a specific agenda, regardless of the age group.

Be attentive. Non-verbal communication is more important than verbal for a good listener. Put down your pen or book or tea. Turn towards the child. Maintain warm, genuine eye contact. Folded arms convey hostility and closed-mindedness. Avoid it.

Dear Readers,
Welcome back from the summer holidays. We hope you had a well-deserved break and are settling back into your regular routine, ready to take up the new challenges your classroom offers. We are back with a new issue of the TRC Newsletter, packed with information to help you get started!

A common query that teachers who deal with young learners come to us with is about communicating with children without causing hiccups. We roped in psychologist Anjum Bashir, to write for us and tackle the subject by giving us a few valuable pointers on this vast topic.

Included in this issue are two very informative contributions from friends of TRC. Patti Weeg specialises in computer education and has contributed a piece on using technology as a motivational tool in the classroom. Gaynor Smith, our other contributor specialises in professionally training head teachers. Gaynor's article will interest those heading a school, and also those who hope to head one some day. You can also pick up some valuable ideas from the Urdu section of the newsletter in which our contributors, Hafeeza Rehman and Nuzhat Aziz will take you through the Math and Science Corners in their classrooms. Their tips on the things to do there will spark interest in young learners.

This is the International Year of the Mountain. This may seem like an unusual choice, but if you turn to the article in this issue you may be surprised by the amount of interesting information that you can share in the classroom. So do use it to prepare a lesson for your class.

Meanwhile, TRC continued with its many activities and you can see pictures of some of these in the centre-spread.

We hope you enjoy this issue as much as we have enjoyed putting it together. Sincerely,

Editor

Don't ask too many questions. Words like "oh...mmm...I see..." often bring out more than "What happened next...What did you do...Why..."

Try to read between the lines and understand the underlying feelings.

Try to label the feeling and show acknowledgement, for instance. "You seem to be upset about your argument with Ali".

CAUTION: Try not to offend the child by coming across as conde-

scending or superficial and don't jump to conclusions regarding feelings.

When it Comes to Talking...

Address the issue. Don't target the child. Blaming, accusing and threats may give vent to your feelings but they don't go very far in engaging the cooperation of a child. Strong disapproval can be shown without attacking character.

Give information about what you see or the problem. Whether it's a science problem or one of inappropriate behaviour, give them the opportunity to come up with solutions themselves.

needs such as attention. Try to provide acceptable alternatives. Try to instill sound values. Children should learn how to discriminate between right and wrong for themselves rather than having to depend on an adult authority all the time.

Make children feel good about themselves. Use every opportunity to praise by describing what you see, what you feel and summing up the child's praiseworthy behaviour in a word. "You sorted the pens, pencils and crayons, and put them in separate boxes. That's what I call organised".

Take time out to reflect on your own style of talking and listening. We are often modeling attitudes and behaviours that we don't like seeing in children.

Our parents and teachers have handed down certain unhealthy ways of communication to us. If we sincerely keep the best interest of the child in mind, and have the desire to improve ourselves, we will be able to help children develop healthy, effective ways of communication, the implications of which are far reaching in both personal and professional life.



scending or superficial and don't jump to conclusions regarding feelings.

Empathy, genuineness, warmth and unconditional positive regard are four basic counseling skills and can be applied to all effective communication.

Be aware of your own feelings towards a child or what he is saying. If you feel you have a strong bias towards either, it may be a good idea to ask someone else to handle

Try to talk about your own feelings. "I don't like being told what to do. What I'd like to hear is, please could you..." or "I don't like entering a noisy classroom".

Children should know in clear words what is expected of them and how they can make amends if they do something wrong. If you don't give them a chance there is no room for improvement.

Keep in mind that many problem behaviours stem from legitimate



A practicing clinical psychologist, Anjum Bashir has an MA in the subject from the Karachi University and is currently enrolled in an M. Phil. programme. From 1996 to 1998, Anjum worked with the Liaquat National Hospital as a Clinical Psychologist. She has attended numerous training workshops and has presented papers at seminars. Currently she has a private practice and conducts workshops on child psychology at TRC.

International Year of the Mountains

The year 2002 has been declared the International Year of the Mountains. Use this informative article by Bilqees Seema Bhitkali to create interest in your classroom about this awe-inspiring habitat.

By Bilqees Seema Bhatkali

Most people will be surprised to hear about the International Year of the Mountains, but its importance becomes apparent when you consider it from the perspective of environmental protection. In November 1998 the UN decided to dedicate this year to the sustainable development of mountains. This was the opportunity to create awareness about protecting our mountains and creating awareness towards that end. This decision also gave a long-term platform to the measure taken by the UNCED at Rio de Janeiro. The objective of that strategy was to create awareness in the public about sustainable mountain development and protection and to confirm the political, human and financial responsibilities of the nations. It is hoped that these objectives will be achieved during the current year.

Historically, mountains came into being as a result of a physical change. They grew out of the oceans and rose way above dry land mass. This physical change was brought about as a result of the collision between two land plates deep under the ocean. The

mountain ranges of South Asia were created as a result of such a collision and Pakistan has two of these great ranges, the Karakoram and the Hindu Kush. Another important range, the Himalyas, form part of this chain to the northeast of the Karakoram and the Hindu Kush ranges. Koh-e-Safed and Koh-e-Suleman are also considered to be important mountain ranges in Pakistan.

Some of the mountains in these



ranges are 60 to 190 million years old. They contain sizeable mineral reserves and natural resources such as granite, marble, emerald, sapphire, turquoise, gold, iron uranium, copper and many other pre-

cious and semi-precious minerals.

Mountainous areas have a way of life and culture, which is unique to them and is based on the mountain-based economy.

Agriculture is the most important of their professions. Mountainous land is cultivated through waterfalls, streams and nullahs and small portions of mountain slopes are leveled to grow grain including wheat, maize, pulses, and rice.

Mountainfolk are also known for their stone and mud masonry and they excel in various cottage and craft industries. Professions typically adopted by people in mountainous regions are weaving, tailoring, shepherding, farming and carpentry.

Wildlife also plays an important role in sustaining mountain life. Wildlife commonly found in the mountains includes deer, markhor,

lambs, rabbit and different types of bird. Birds such as black and brown partridges, blue mountain pigeons, various varieties of wild crows, nightingales, parrots, and

pelicans are also common.

Pakistan's mountains are generally populated with people who rely heavily on livestock for sustenance. To a large extent the mountain-folk's life revolves around the availability of water which they gather from the melting snow and ice and mountain streams.

Mountainous habitats have extreme seasons, which entail certain hardships such as torrential rains, extreme variation in temperatures, tundra dryness, and mountain heat. These regions are also susceptible to natural disasters such as volcanoes, earthquakes, landslides and avalanches. These disasters also affect the wildlife and flora of these areas.

Natural disasters, when they occur often dislocate and deprive the people and the wildlife of their means of livelihood. It may not be easy for city dwellers to realise this because modern technology and readily available civic amenities make them oblivious to the value of natural resources and the need for environmental protection.

Just as logging fulfills an important human need, deforestation can cause irreversible damage to the environment because it increases the danger of landslides in the mountains. This causes fertile earth to be washed away by the rivers or to be blown away by the winds. Every year some 50 million tonnes of earth flows down the mountain streams and rivers as a result of which mountains begin to lose their mass. This leaves behind stony mountain surfaces thus reducing agrarian land. While

landslides are a natural disaster, human activity also contributes to such disasters making it difficult for mountainfolk to make a living.

It is therefore important for teachers during the International Year of the Mountains to inform their students about the need for environmental protection with specific reference to the mountains. It is also important to explain how the people of the plains are dependent on a mountain's resources, and its inhabitants.

If you live in a mountainous region you can take the students out for a study tour and introduce them to the way of life and economy of the mountainfolk. If you don't live in a mountainous region, you can show your students a video film, which conveys this information. As a follow-up you can ask the students to put together a national plan for the protection of mountains and the life that inhabits them. Pass on this information to the

students and their families so that they can create awareness in their communities. Come up with self-help activities to support the development of communities living in the mountains. Newspapers, magazines, radio and TV can be used for dissemination of this information. And that's how we can truly contribute towards meaningful celebration of the International Year of the Mountains.



Bilqees Seema Bhatkali is a senior journalist and consultant with IUCN's Education & Communication

Programme. She has a Master's degree in Journalism & International Relations and is currently enrolled in a Ph.D. programme.

Bilqees has been an Academic Staff Member and Editor for 22 years and has devoted her life to Environmental Journalism.

Stop Press!

Word Gets Around

The Teachers' Resource Centre has a longstanding commitment to conservation of the environment. We introduced Earth Day activities in schools in Karachi and have continued to support schools in observing the day.

Last year, at the request of the local government of Karachi, TRC got involved in the Greening the City of Karachi Campaign. A total of 380 children from 10 schools, six government and four private, participated in a special tree planting activity. The trees were planted in three government schools and when fully grown their leafy shade is expected

to benefit some 5000 students.

Well, word gets around in this global village of ours and TRC's tree-planting ceremony ended up being featured on Chikyu Kids Network, a Japanese environmental website for children! Chikyu Kids Network is hosted by LEAF (Learning and Ecological Activities Foundation for Children) which is an environmental non-profit organization that operates from Nishinomiya, Japan. The organisation supports children's ecological activities for the benefit of the future. Check out the write-up at

<http://educat.lit.osakacu.ac.jp/~leaf/index.htm>.

Motivating the Modest Achiever

In this exclusive article for the TRC newsletter, Patti Weeg discusses how technology can be used to stimulate children's interest in their lessons

By Patti Weeg

While sitting at the keyboard, Courtney is completely in charge of her own learning. She presses "Enter" to let the computer know she has placed a response on the screen. When she makes a mistake, the backspace key gives her another chance. She clicks a green arrow on the bottom of the screen and advances to a new screen. She presses "Print" and her work is printed. Courtney enjoys her time in the computer lab and doesn't want to miss class.

The students who sit in our classrooms are children of the digital generation who consider technology a natural part of their landscape. In this article you will read about several ways technology can offer our students another opportunity for success in their daily lessons.

Authentic Tasks

The dismissal bell signalled the end of another school day. A restless group of forty-five first and second grade students sat in the library waiting for their buses to arrive. Young Christopher sat at the table and looked up at me with

a smile as I walked near his table. In front of him was an atlas but I didn't realise what he was looking at so intently until he pointed to the page and said confidently, "Mrs. Weeg, that's where my friend, Fraser, lives." He was pointing to Australia.

Christopher, age seven, came to my lab each day for reading and math lessons on the computer. He and his second grade peers also used the writing processor to type simple letters to their internet friends around the world. We located Fraser's country, Australia, and talked about how far it was from our school in Maryland.

Math facts were not easy for Christopher and the printed word was often a challenge for him. But, that day in the library he knew exactly where to find his pal on a world map in the atlas. As he corresponded with his online friend he strengthened his reading, writing and math skills as well as his knowledge of geography. Technology made his lessons authentic. Christopher wrote real letters to a student in a far away country who was just as eager to get his e-mail as Christopher was

to receive his. Christopher's writing lessons were authentic, they had an audience and a purpose.

Motivation

A teacher once said to me, "I don't need a computer to teach math." Of course she doesn't, but the computer can add an element of excitement and interest that paper and pencil might not have, especially for the modest achievers who sit in our classrooms and challenge us to motivate them. Technology offers our reluctant learners an additional opportunity for success that they might not otherwise experience in their daily lessons.

The picture shows a free, interactive math website designed by Jacobo Bulaevsky. Here students can manipulate integer bars on the screen in countless ways that reinforce addition, subtraction, multiplication and division as well as fractions. Simple algebraic expressions can also be represented with the integer bars.

<http://arcytech.org/java/integers/integers.html>



In the computer screen print above Dejontrice who is eight years old moved integer bars on the screen to show the fraction. She found the bar that would fit exactly twice under the longer bar. By trial and error she was able to find equiva-

lent fractions. This was much more appealing to her than a worksheet with 20 items where she would fill in equivalent fractions. The computer gave her a chance to "discover" equivalent fractions and recover from any mistakes she made in estimating.

Six-year-old students can use this website to show addition facts. Daniel placed under the "ten bar" as many combinations of bars that total 10 as he could find. After he placed the bars under the ten bar, he wrote the addition number sentences that match the bars. $5+5=10$, $9+1=10$, etc. He and his classmates were reluctant to leave the computer lab because they weren't finished finding all the combinations!

Expression and Exchange

An online global project in Kidlink, "Draw a Story For Me," invites students to use art and limited text to express and share information about themselves with friends around the world. The project is designed for students with a limited knowledge of English or a limited use of any written language because of their young age. The project website can be found in KidSpace:

Hyperlink

<http://65.42.153.210/kidspace/start.cfm?HoldNode=1953>

<http://65.42.153.210/kidspace/start.cfm?HoldNode=1953>

In KidSpace students and teachers can very easily upload images and add text to their web page. Some classes use Kidspiration software (www.kidspiration.com) to make "story webs" or "concept maps" for this project but that's not the only

means to making a picture to share on the World Wide Web. The example image given below was made in MS Word using a simple process that involved technical knowledge of MS Word, art and limited writing or use of language.

Students created a "story web" or "concept map" by

- creating original art
- adding oval shapes with text
- inserting images (clip art or original drawings) into the document
- adding arrows to link central image and supporting details

Once the story web or concept map has been made, students can e-mail the Word document to each other.

They can also screen capture the document and convert it to an image that can be shared. Screen prints can be 'pasted' onto Windows Paint or any graphic software and saved as an image:

Press the 'Print Screen' key while the complete story map in Word is visible on the screen.

Open Paint or any graphic software.

Open a 'new image' and click on 'Edit' then 'Paste'.

Your story map will be the new image.

Crop any extra space around the story map.

Save the file so that it can be posted on the world wide web.

In the 'Draw a Story For Me' project emerging writers, create pic-

tures with limited text. They strengthen their 'writer's muscle' as they begin the writing process using a simple story web.

Thus technology provides our students with yet another strategy for success. It can add excitement and creativity to lessons that might otherwise be routine. In this article the three ways to use technology with students that I have presented are:



- e-mail exchanges in global projects

- interactive websites for math skills

- software (Word or Kidspiration) that strengthens the writing process.



Patti Weeg is a computer teacher at the Delmar Elementary School in USA. She is actively involved in teacher training and has presented at many conferences on integrating the Internet into the curriculum.

Patti has written a book, Kids@work: Math in the Cyberzone and has received awards including MICCA Computer Educator of the Year and Maryland Distinguished Technology Educator.

The Head Learner

In this exclusive article Gaynor Smith discusses how a simple switch in the head teacher's attitude revitalised a school

By Gaynor Smith

A head teacher new to a school, replaced the name plate on her office door with

Mrs B G Jamil
Head Learner

Teachers and children were bemused. Did this mean that their new head did not know what she was doing? Was it a public admission of incompetence at the start of her career in a new school? At the very first staff meeting the new head began to explain what the role of 'Head learner' meant for her. Slowly her new colleagues started to realise that this title was not flippant. Nor was it an admission of incompetence or lack of knowledge. It was in fact an important statement that revealed a great deal about their new leader and her vision for the school.

What did the head teacher say about leadership and learning?

7

1 That the school was a place of learning for adults and pupils alike and that her main responsibility as head was to build and maintain a school that was committed to encouraging learning

for all. She used to believe that as a leader she should have all the answers. Now she realised that, while answers are needed at times, it is often more important to ask the right questions of teachers in order to develop professional judgement and confidence. The head believed that it is the job of leaders to create more leadership within the school.

- That a spirit of curiosity, enthusiasm and enquiry should be at the heart of the school. This, together with high expectations and good quality teaching, underpinned by an understanding of how children learn, will enable children to achieve their best
- She believed that human beings, young and old, cannot learn if they are afraid or made to feel ridiculous. Fear freezes the brain. Fear prohibits thinking and creativity.
- An extension of the three Rs in school should be 'resourcefulness, resilience and reflectiveness' because in order to help youngsters to flourish in a rapidly changing world they need to be equipped with the skills of learning how to learn. She explained

to her colleagues that it is no longer possible to be certain what children will need to know in order to be equipped for the future. It is important to help them handle ambiguity and to have the confidence to be flexible and thoughtful when faced with new situations — to learn about the process of learning rather than rehearse more and more content.

- The new head explained that she would be encouraging teachers to work in groups and teams and to share ideas, solve problems together and have the courage to



try out new approaches to teaching. She felt that it was important to develop a climate of celebration for success, and to view 'failure' as an opportunity for even more learning! After all, this is what the school should value for children. Teachers cannot be expected to foster collaboration and confidence in children if they are denied the same opportunities themselves.

As the new head continued to outline her beliefs about learning and leadership it became clear that she was someone who demanded high standards and had high expectations of teachers and children. She made it plain that she expected hard work and commitment from teachers and in return she would work just as hard to help create a school climate which empowered teachers,

valued their ideas and acknowledged their contributions. After the staff meeting the teachers felt a curious mix of skepticism and excitement. These were all very fine words. If the new head really meant what she said then this would be a very different approach from the last head who had ruled with an iron hand and discouraged dialogue between teachers.

However at the end of the meeting many felt that the most important questions of all had been left hanging in the air.

Seeing is believing. How would Mrs Jamil's actions demonstrate what she said she believed? How would the 'head teacher as head learner' act?

• The first thing that happened was that the new head teacher

met every teacher and helper in the school on a one-to-one basis. She asked their opinion of the main strengths and weaknesses of the school. She wanted to know what excited them about teaching - what made them glad, sad or mad! She listened carefully to what they had to say and their ideas contributed to the school plan for the year.

• Teachers were provided with time and training, which enabled them to watch each other teach and to discuss professional practice. Gradually teachers began talking about their craft, sharing ideas and working with each other to resolve problems and to plan for improvements. Different teaching strategies were tried out and evaluated by the teachers themselves.

• The head met each teacher once a term - or more often if the teacher was learning something new or finding aspects of her work difficult. These meetings provided a chance to reflect on the previous term, to contribute ideas or raise any difficulties with the head. In these meetings the head managed to create a climate of celebration at the same time as being very clear about her high standards and expectations. Teachers left this meeting knowing what their objectives for the next term were and feeling good about their achievements.

• One teacher was not teaching in a way that helped pupils to learn as much as they could. Pupils were unhappy and bored. They knew and understood little in comparison with children in the



other classes. The head coached the teacher by demonstrating good teaching herself, giving plenty of praise and encouragement, and providing specific guidance to help the teacher to improve. The teacher attended courses and observed colleagues teaching. She even observed teachers in other schools where the head knew that the standard or teaching was high.

Unfortunately, after some months, unable to meet the standards set by the head, she left the school.

- A system was introduced for teachers new to the profession, to make sure that the inexperienced ones were provided with a mentor within the school.
- The school council was revitalised and each term the elected pupil representatives invited the head and several of her colleagues to hear the views of pupils in the school. The pupils had many good ideas and one of the first suggestions they made — a system for keeping the playground cleaner and safer — was put into practice at once.
- The new head often brought in articles and journals about teaching and learning. Gradually she began talking about some of the ideas she had found interesting. At one meeting, instead of the usual business agenda, the head and the teachers had a discussion about some of the recent research on thinking and the brain. There was a great deal of enthusiastic discussion about accelerated learning and what this might mean for teaching and learning in

Further reading:

- *Leading in a Culture of Change*' Michael Fullan (Tossey Bass, 2001)
- *How to Improve Your School*' Tim Brighouse and David Woods, (Routledge Falmer, 1999)
- *Effective Learning in Schools: How to Integrate Learning and Leadership for a Successful School*' Christopher Bowring-Carr and John West-Burnham (Pitman Publishing, 1997)
- *Leading the Learning School*' Kath Aspinwall (Lemos and Crane, 1998)

Thanks are due to the staff of Christ Church Primary School, Bradford on Avon, for the idea of the new 3 Rs

their school. The head's intellectual curiosity was catching and eventually the teachers themselves requested that once a month a staff meeting should be a 'learning meeting'. Over time each teacher took responsibility for leading this session.

- The teacher knew that the head ensured that she had one or two 'critical friends' outside the school who could listen to her, challenge her thinking, and help her to maintain her educational vision and sense of purpose.
- At the end of her first year in the school the 'head learner' asked for feedback about her own performance as a leader and manager of others. The idea of 360-degree feedback was introduced with the head teacher planning to be the first person to try out this way of learning!

When the teachers talked about the head, they realised that she had a quiet passion for her work that went beyond power, money or status. She remained optimistic, despite some inevitable

setbacks and disappointments. Another trait that they had noticed was that she regarded differing viewpoints as opportunities for discussion and learning rather than as obstacles. She was not afraid of conflict and yet she was also ready to praise, encourage and celebrate - she seemed genuinely delighted by the success of others.

Above all they saw that their 'head-learner' held an unshakable belief in the children's capacity for learning, even in the most challenging of circumstances. This 'infectious enthusiasm' eventually permeated the whole school and before too long the head learner was feeling privileged to be part of a learning school.



Gaynor Smith is an education consultant with Education Bradford, UK. She specialises in the continuing professional development (CPD) of headteachers and is an accredited trainer for Performance Management. Gaynor has co-edited a series of books on educational leadership.

10 Good Ways to Use Newspapers in the Classroom

The newspaper is great resource. It is cheap, easily available and has many classroom uses.

1. Letters bag

The headlines and headings in newspapers are an excellent source of letters. You can cut out large letters of the lower case alphabet and keep them in a bag. Offer the children a handful and invite them to make up words.

2. Picture storytelling

Cut out suitable pictures, which will provide lots of opportunities for discussion. Ask the children to tell you a story about the picture. Then compare their story with the one, which accompanies the picture in the newspaper.

3. School-made comics

Most papers carry cartoons, jokes and picture strips. Children can make their own comics from their favourites by sticking the cutting into a scrapbook or into hand-made stapled books of plain paper.

4. Model tubing

Tightly roll newspapers into tubes of different lengths. Seal them with sticky tape and put them in your recyclable materials box for model making.

5. Highlight phonics

Ask the children to pick out and highlight (with a highlighter pen) letters / phonic blends / keywords / verbs from a newspaper article, to reinforce whatever phonic element they may be learning.

6. Match the headline

Cut out a few simple stories from the newspaper and mount them on to a card. Do the same with the headlines on separate pieces of card. Ask the children to match the stories to the headlines.

7. Headline mix-up

Take some newspaper headlines and cut them up into individual words. Ask the children to make them up again. This is useful for reinforcing sentence structure, as most headlines contain a subject, verb and object. The children can also swap the words around to come up with funny headlines. This is a great exercise for developing a sense of humour!

8. TV times

You can use the newspaper's TV programmes guide when the children are learning to tell the time. Cut out and photocopy sections of the programme guide and distribute them in the class. Ask the children to find out when certain programmes begin and end. Ask them to match the programme's start time to analogue clock faces, or ask them to work out the length of certain programmes.

9. Special interests

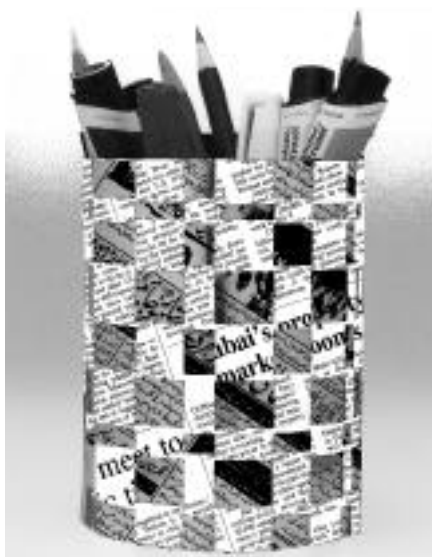
The newspaper is a great way to introduce information retrieval skills. Children who are reluctant readers may discover a new enthusiasm for finding information from

areas of special interest in the paper — such as the sports or music pages.

Children's magazines, which are supplements to the weekend newspapers, also provide stimulating material for exceptionally able children.

10. Lining paper for painting models

Some models don't take ordinary paint and hence are difficult to paint. A lining of newspaper allows children to decorate such models. For example, if the child has to paint twigs, she can cut strips of newspaper and wrap them around the bare twigs that have been coated with glue. When the newspaper lining dries, it can be painted easily.



Making a difference at the national level

In the January — March issue of the TRC newsletter we had reported that the National Review Committee was in the process of reviewing the ECE curriculum. In partnership with the committee the Teachers' Resource Centre has incorporated the NRC's recommendations and developed the Early Childhood Education curriculum which will be used in schools throughout Pakistan. As we go to press the curriculum will have gone into print at the National Book Foundation.

A successful collaboration

Another collaborative effort that TRC was involved in was with the Sindh Textbook Board. The two had joined hands to review the books currently in use by schools for primary level Math and Science. After months of joint effort the books have finally been reviewed and the changes incorporated. Local and federal level reviews will be undertaken during the year, before TRC does a final review.

Training continues

Meanwhile, TRC continued to conduct teacher-training workshops during the summer break. Amongst the workshops conducted was one organised for APWA's community schools. The schools operate in underprivileged areas and training was conducted for the teachers from these schools. Another workshop titled 'How children Learn' was conducted for teachers of the Jinnah Foundation. The foundation also works in low-income areas. Amongst the workshops held at the premises Anjum Bashir conducted a workshop titled 'Communicating Effectively with Children' and Charlie Walker of the British Council lead a management workshop titled 'Managing and Leading Teams.'

Exciting Development at TRC

Finally the links with Sheridan College and Ryerson University in Canada have come to fruition. After communicating through e-mail over 2001, TRC staff members flew again to Canada to meet their counterparts there. The three organisations are now collaborating on developing a year-long Teacher Training certificate course for teachers in Pakistan. Sounds exciting? It is! You can call the TRC for more information.

In another interesting development a staff member at Sheridan College will be incorporating TRC's Pehla Taleemi Basta as an example of an educational kit in one of its courses.



جینا فونڈیشن کی ورکشاپ میں سرگودھا کی تحقیقی مرکز میں ممبران

Workshop at Jinnah Foundation: Getting Creative



ورکشاپ جینا فونڈیشن میں ایک ٹیم کی اپنے کاموں کو پیش

Workshop at Jinnah Foundation: A breakthrough!



Pehla Taleemi Basta: A new addition at Sheridan College